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Item 3 of the provisional agenda*
Special theme: Millennium Development Goals and indigenous peoples: redefining the goals

Information received from Governments

Switzerland

Summary

The recommendations contained in the report of the Permanent Forum on Indigenous Issues on its fourth session are consistent with progressive and good practices in the area of indigenous peoples' rights. Many of the recommendations also help States to fulfil their obligations under existing international human rights law.

Switzerland can endorse most of the recommendations, but paragraph 14 raises some questions and paragraphs 22, 23 and 129 should be reconsidered. On many issues the recommendations reflect the position of the Swiss Agency for Development and Cooperation on indigenous peoples as outlined in its policy paper "Swiss action for indigenous peoples" (1998).

* E/C.19/2006/1.

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Comments of the Swiss authorities on the recommendations of the report of the Permanent Forum on Indigenous Issues on its fourth session

Analysis by paragraphs

1. Paragraph 12 of the report of the Permanent Forum on Indigenous Issues on its fourth session[1] is consistent with good practices. Support for indigenous peoples' "visions of and strategies for development" is recognized in the draft declaration on the rights of indigenous peoples. Raising the profile of indigenous peoples in the Millennium Development Goal processes will help to achieve the Millennium Development Goals in a more equitable and less harmful way.

2. Paragraph 13 is also consistent with good practices. A gender perspective could be highlighted in the last sentence by stating that women's participation in these dialogues should be promoted (see also paragraph 18 of the report).

3. With reference to paragraph 14, the human rights-based approach is consistent with Switzerland's development policy. The references to recognition of indigenous peoples as distinct peoples, including as peoples under common article 1 of the International Covenant on Civil and Political Rights and the International Convention on Economic and Social Rights is more controversial. Recognizing indigenous peoples as such is considered progressive, but many States are concerned that linking the rights of indigenous peoples to common article 1 means recognizing that such peoples have the right to self-determination. The way indigenous peoples interpret the right to self-determination does not in principle threaten the territorial boundaries of States, but it does have implications for the autonomous use of lands, territories and resources within those territories. In the policy of the Swiss Agency for Development and Cooperation (SDC) on indigenous peoples, adopted in 1998, it is stated that Switzerland endorses the view that indigenous peoples have the right to self-determination but does not expressly recognize this in connection with common article 1. Switzerland has also been supportive of the right to self-determination during the negotiations on the United Nations draft declaration on the rights of indigenous peoples.

4. Paragraph 15 contains positive and progressive suggestions.

5. SDC is already implementing the recommendation of paragraph 16 through annual capacity-building workshops.

6. Switzerland supports the progressive recommendation of paragraph 17.

7. Paragraph 18 refers to very progressive good practices. Switzerland supports this recommendation, which is also helping to realize provisions of the Convention on the Elimination of All Forms of Discrimination against Women and the Convention on the Rights of the Child.

8. Paragraph 19 contains very progressive recommendations. SDC has a policy addressing issues relating to indigenous peoples and was one of the first development agencies to adopt such a policy.

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[1] *Official Records of the Economic and Social Council, 2005, Supplement No. 23* (E/2005/43-E/C.19/2005/9).

9. Paragraph 20 refers to progressive good practices. Switzerland supports this recommendation.

10. Paragraph 22 is problematic. It points to concerns on the part of organizations and communities of indigenous peoples that Governments or other non-governmental organizations do not take account of the concerns of indigenous peoples and/or disempower them by implementing programmes without their participation or consent. The difficulty is that development agencies often work directly with Governments, which this paragraph is critical of. Some communities of indigenous peoples also have weak capacities and need assistance from external actors to have an effective dialogue with development agencies. This paragraph may therefore have implications for the operational modalities of SDC development cooperation.

11. Paragraph 23 is consistent with a human rights-based approach to Millennium Development Goal 1, target 2, on reducing hunger, but if there is indeed a right to food, there is no right to "nutritional security". Should States recognize such a collective right, and if so, only for indigenous peoples?

12. Paragraph 30 may help organizations of indigenous peoples to raise funds in order to participate in the meeting.

13. The progressive recommendations in paragraph 43 can be supported by Switzerland.

14. The recommendation in paragraph 44 is very progressive and consistent with agreed principles contained in the Dakar Framework for Action, Education for All.

15. Regarding paragraph 62, violence against indigenous peoples is an important issue, so it is positive that the Permanent Forum is recognizing this fact and calling for greater attention to address it.

16. Referring to paragraph 63 of the report, Switzerland has ratified the International Convention on the Elimination of All Forms of Racial Discrimination but not yet International Labour Organization Convention No. 169.

17. The very positive recommendation in paragraph 102 is also consistent with the provisions of the Convention on the Rights of the Child.

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Permanent Forum on Indigenous Issues
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Item 4 (g) of the provisional agenda*
Ongoing priorities and themes: Second International Decade of the World's Indigenous People

Information received from Governments

Note by the Secretariat

The Government of Denmark and the Greenland Home Rule Government

Summary

Partnership-building with indigenous peoples is a major focus of the Programme of Action of the Second International Decade of the World's Indigenous People adopted by the General Assembly (A/60/270). With a view to supporting the United Nations Permanent Forum on Indigenous Issues by identifying good practices of partnerships with indigenous peoples, the Greenland Home Rule Government, in cooperation with the Danish Government, hosted a workshop on partnership visions for the Second Decade. A wide range of partnerships with indigenous peoples covering diverse situations were presented at the workshop and substantive recommendations were made at the fifth session of the Permanent Forum. The report of the workshop is contained in the present report.

* E/C.19/2006/1.

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Contents

		Paragraphs	Page
I.	Introduction	1	
II.	Organization of work	2–10	
	A. Attendance	2–4	
	B. Documentation	5	
	C. Opening of the meeting	6	
	D. Election of officers	7	
	E. Adoption of the agenda	8	
	F. Adoption of conclusions and recommendations	9	
	G. Closure of the workshop	10	
III.	Observations	11–31	
IV.	Conclusions and recommendations	32–76	
Annexes			
I.	Agenda		
II.	Documentation		
III.	Attendance		

I. Introduction

1. The Programme of Action for the Second International Decade of the World's Indigenous People (A/60/270) clearly identified partnership as an effective way to achieve the main objectives of the Second Decade: promoting non-discrimination and inclusion of indigenous peoples; promoting full and effective participation of indigenous peoples; redefining development with identity; adopting targeted policies and programmes; and developing strong monitoring mechanisms and enhancing accountability at the international, regional and particularly the national level. The Programme of Action states that "All relevant actors are urged to establish, develop and promote strong partnerships among indigenous peoples, Governments and intergovernmental bodies, agencies, funds, non-governmental organizations and the private sector during the Second Decade". With a view to making recommendations on partnerships to the fifth session of the United Nations Permanent Forum on Indigenous Issues, the Greenland Home Rule Government, in cooperation with the Permanent Forum and the Danish Government, organized the workshop on the theme "Partnership Visions for the Second Decade of the World's Indigenous People", hosted from 14 to 15 February 2006 in Nuuk, Greenland. The Danish International Development Agency, the Greenland Home Rule Government and the Inuit Circumpolar Conference co-sponsored and contributed to the organization of the workshop.

II. Organization of work

A. Attendance

2. The following Permanent Forum members participated in the workshop: Wilton Littlechild, Ida Nicolaisen, Victoria Tauli-Corpuz, Eduardo Aguiar de Almeida, Liliane Muzangi Mbela, Michael Dodson, Merike Kokajev, William Langeveldt, Otilia Lux de Coti, Aqqaluk Lynge, Xiaomei Qin and Pavel Sulyandziga. Yuri Boychenko, Nina Pacari Vega, Parshuram Tamang and Hassan Id Balkassm were not able to attend the workshop due to other commitments.

3. The workshop was attended by experts from the following member States, the United Nations system and other intergovernmental organizations: Burundi, Indonesia, Kenya, Mexico, Denmark, Norway, the European Commission, the International Labour Organization (ILO), the United Nations Development Programme (UNDP), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the United Nations Environment Programme (UNEP), the World Bank, the Saami Council, the Confederation of Indigenous Peoples of Bolivia, the Inuit Circumpolar Conference, the Russian Association of Indigenous Peoples of the North, Tebtebba Foundation, the Resource Centre for the Rights of Indigenous Peoples, the World Conservation Union, the International Work Group for Indigenous Affairs and the Netherlands Centre for Indigenous Peoples. The workshop was also attended by officials and experts from the Greenland Government.

4. A total of 59 persons attended the workshop, including observers (see annex III).

B. Documentation

5. The participants had before them a draft agenda and documents prepared by participating experts. Documentation is listed in annex II and will be available on the website of the secretariat of the Permanent Forum (www.un.org/esa/socdev/unpfii/).

C. Opening of the meeting

6. At the opening of the workshop, Josef Motzfeldt, Minister of Finance and Foreign Affairs of the Greenland Home Rule Government, Victoria Tauli-Corpuz, Chairperson of the Permanent Forum, and Aqqaluk Lynge, President of Inuit Circumpolar Conference Greenland, made opening statements.

D. Election of officers

7. Ms. Tauli-Corpuz and Henriette Rasmussen, adviser of the Greenland Home Rule Government, were designated as co-chairpersons of the workshop and Mick Dodson, Permanent Forum member, as Rapporteur. In her opening remarks, Ms. Tauli-Corpuz presented the objectives of the workshop and warmly thanked the Greenland Home Rule Government, the Danish International Development Agency and the Inuit Circumpolar Conference for their support in the work of the Permanent Forum.

E. Adoption of the agenda

8. The agenda as adopted is contained in annex I.

F. Adoption of conclusions and recommendations

9. On 15 February 2006, the workshop adopted the conclusions and recommendations by consensus.

G. Closure of the workshop

10. The meeting was closed after the adoption of the conclusions and recommendations in the final plenary on 15 February 2006.

III. Observations

11. Twenty-six case studies were submitted to the workshop, 23 presentations were made at the workshop and followed by discussions. While the case studies covered a wide range of areas of partnerships with indigenous peoples, several focused on the field of education. The highlights of the discussions are summarized below.

Legislation on indigenous peoples' rights

12. The importance of partnership-building in the decentralization process was emphasized by the participant from Indonesia. The legal framework established in Indonesia supports the participation of civil society, including indigenous organizations, in national debates on matters affecting them. Democracy is also an important condition for genuine dialogues between government and indigenous peoples.

13. The presentation on Bolivia addressed the land titling issue in the process of national land reform. The National Agrarian Reform Service Law was passed in 1996 in Bolivia, providing that claims on indigenous territories should be submitted to the land ordering and titling process called SAN-TCO, before being titled in favour of indigenous peoples. The State has not, however, allocated sufficient financial resources to implement the SAN-TCO process. A partnership was thus formed among the Confederation of Indigenous Peoples of Bolivia, the Centre for Indigenous Territorial Planning, the Government of Bolivia and the Danish Foreign Ministry/the Royal Danish Embassy. The successes of this partnership included that Bolivia now recognizes the collective property rights of indigenous peoples and has granted collective property rights for more than 6 million hectares in the lowlands. Indigenous peoples in Bolivia have access to updated information on the process, and the indigenous authorities have been trained on agrarian legislation and the SAN-TCO process itself. Furthermore, this partnership has led to more structured coordination, planning, monitoring and evaluation of the SAN-TCO process between the State and indigenous peoples and has enhanced the capacity of indigenous peoples in negotiating with the State in relation to natural resources.

14. The Resource Centre for the Rights of Indigenous Peoples presented the experience on legal actions taken by indigenous organizations with regard to a law to be implemented in indigenous territory, Sápmi, Norway. In 2003, the Norwegian Government submitted a proposal for a new Finnmark Act without prior consultations with the Saami Parliament. According to the Saami Parliament, that bill would undermine the opportunity of the Saami in Finnmark on decision-making over natural resources. The Saami Parliament built a network of support and created a coalition of international human rights experts, Norwegian Saami and other indigenous legal experts to bring the issue to the attention of the Committee on the Elimination of Racial Discrimination. The State Standing Committee on Justice undertook dialogues with the Saami Parliament, which made substantive comments on the bill. Subsequently, both sides reached an agreement regarding the procedures for consultations between the Government and the Saami Parliament.

Education and culture

15. A representative of the Mexican Ministry of Education presented a statement on the experiences of bilingual and intercultural education. Until 2001, education targeting and covering the languages and cultures of indigenous peoples was provided only at the primary level of education. By 2001, several educational institutions were building partnerships with the Mexican federal administration, while also consulting with 51 of the 62 indigenous groups. Through those partnerships, materials were produced to interculturalize school curricula in secondary and higher education. An important strategy was to engage professionals in education. Successes have included acceptance of intercultural education as a key

component of education policy and the establishment of intercultural institutions. Material was produced for media to raise public awareness.

16. The process of return of Greenlandic archaeological and ethnographic collections from Denmark was an example of partnership between the Greenland National Museum and the Danish National Museum. Ethnographic and archaeological objects relating to the prehistory of Greenland were all brought out of Greenland, mainly to Denmark, until 1979, when the Home Rule Government was established in Greenland. The then newly created Greenland National Museum initiated a partnership with the Danish National Museum in order to transfer the Greenland collections back to Greenland. The two museums agreed later on the basic principles and established a committee to monitor the transfer process.

17. UNESCO emphasized the promotion of cultural diversity as highly relevant to indigenous peoples. UNESCO is engaging in a large partnership network, including Governments, national commissions, parliamentarians, non-governmental organizations (NGOs), the academic community and associations, the media, schools, cultural and scientific institutions and private sector partners. In the implementation of the medium-term strategy (2002-2007), UNESCO applies an interdisciplinary approach to indigenous peoples-related areas such as tangible and intangible heritage, the promotion of multicultural education, the promotion of cultural rights and the participation of indigenous peoples in decision-making processes, the enhancement of local and indigenous knowledge systems and intergenerational transmission and support for the creation of national consultative bodies and networks by and of indigenous peoples.

Environment and sustainable development

18. The case study on Kenya focused on natural resource management and sustainable development of indigenous peoples' livelihood and national park management. The Elangata Wuas Ecosystem Management Programme in Kenya was initiated in 1992 in response to the search for community-driven sustainable natural resource management options. At that time, wildlife had progressively migrated from the national parks and game reserves into community ranches, following heavy animal build-up and concomitant habitat degradation in the conservation areas. Indigenous communities were forced to shoulder the responsibility for conservation without benefiting from it. The Elangata Wuas Ecosystem Management Programme is a partnership between the Elangata Wuas and Kilonito communities of the Loodokilani location of the Central Division of Kajiado District, the Centre for Biodiversity of the National Museums of Kenya and the Kenya Wildlife Service. To develop sustainable management of dryland natural resources while balancing conservation with development, some of the successes of that partnership have included the registration of a community-based organization with functional roles and responsibility; community ownership in programme management; the development of ecotourism to provide employment opportunities; a new low-cost technology for herding ostriches, increased cooperation on traditional medicinal knowledge; and increasing awareness within the community about gender issues in relation to natural resource management.

19. The Batwa people in Burundi are experiencing new empowerment processes in sustainable development. The non-governmental organization Unissons-nous pour la promotion des Batwa partnered with the Overseas Development Agency of the

Catholic Church, the Interchurch Organization for Development Cooperation, the media and other actors. The goals of the partnership were to provide access to basic education and resources, bring the Batwa into all fields of life in mainstream society and combat discrimination against them. The partners organized activities of capacity-building for communities and staff of Unissons-nous pour la promotion des Batwa in which the Batwa were directly involved. These activities contributed to raising awareness among the Batwa on human rights, increasing the number of children in primary and secondary school and increasing political and economic integration of the Batwa in the national society.

20. The regional partnership among three organizations of the Arctic including two indigenous organizations has significantly contributed to the capacity of Russian indigenous peoples' organizations. The partnership consists of the Saami Council, UNEP/GRID-Arendal and the Russian Association of Indigenous Peoples of the North. The latter identified common problems relating to their threatened environment and natural resources and the possibility of impending physical extinction, and decided to seek help from international forums. With support from Norway, this decision led to the development of a proposal to support the indigenous peoples of Arctic Russia in the fall of 1998. Based on the Saami experience in Norway, Sweden and Finland, and with the support of the Saami Council, this partnership provided staff of the Russian Association with training and other advocacy activities, resulting in an increased awareness of the importance of indigenous knowledge and increased participation of the Russian Association in UNEP work.

21. The World Conservation Union found it increasingly necessary to involve indigenous peoples in the implementation of protected area projects and to expand partnership at the global policy level. At the World Parks Congress in Durban in 2003, a partnership was forged between the World Conservation Union, the Indigenous Peoples' Ad-hoc Working Group on Protected Areas, several indigenous organizations from Asia, Africa and Latin America, and other international NGOs. Some of the successes of that partnership include active dialogue between indigenous representatives and protected area communities, further recognition/integration of indigenous issues in Durban Outputs and wider protected area thinking, coordinated inputs into the Convention on Biological Diversity Party Programme of Work on Protected Areas and greater involvement of indigenous organizations in the World Conservation Union programmes and member organizations.

Partnerships in other areas

22. The ILO experiences on partnership with Kenya and Cambodia illustrated different approaches of ILO work with indigenous peoples. In Cambodia, where broader indigenous representative structures are lacking and capacity for negotiations is weak, decisions are made for, as opposed to by, indigenous peoples, in relation to the national poverty reduction strategy paper and the Millennium Development Goals strategies, among others. A long-term project of cooperation with government and indigenous partners on the theme "A rights-based approach to indigenous peoples", was initiated in Cambodia, in order to address the needs for capacity-building and policy dialogue in 2005. In Kenya, where pastoralists and hunter-gatherer communities suffer from an increasing appropriation of their land, ILO supported a series of activities between 2001 and 2005 in partnership with the

Pastoralist Hunter-Gatherer Ethnic Minority Network ensuring that indigenous voices were heard in the constitutional review process and attracted support from donors other than ILO.

23. Article 10 of the 1982 World Bank operation manual statement stipulated that World Bank officers shall not interfere with the politics of Governments. That policy has since been revised, notably in 1991 and 2005. Consultations were held with external stakeholders to revise it in 1998-1999, and then again in 2001-2002, when external stakeholders, borrower Governments, NGOs, academic experts and indigenous peoples' organizations were consulted to draft an indigenous peoples' policy; 32 global, regional and in-country consultations were held with 1,200 stakeholders from 35 countries. Significant input into policy revision was also obtained at meetings of the Permanent Forum and the Working Group on Indigenous Populations (2001-2004). These consultations have resulted in what the World Bank considers to be a new kind of engagement with indigenous peoples — one that pursues direct dialogue with indigenous peoples for revising World Bank policy, as opposed to more passive "consultations".

24. The International Work Group for Indigenous Affairs is working with many types of organizations and is engaged in many different types of partnerships. Each of the International Work Group's four main areas of work — publishing, human rights, project support and lobbying — is guided by the principles that underline their visions of working together with indigenous peoples. Human rights activity consisted of the mobilization of a huge network during the last session of the Commission on Human Rights at the time of the debate of the draft declaration on the rights of indigenous peoples. During that meeting, indigenous representatives managed to mobilize indigenous organizations all over the world behind a united strategy and to keep the network active after the Commission meeting in order to make a concerted input into the Working Group on the draft declaration.

25. A panel discussion on the Arctic Council dealt with regional partnership among Governments, indigenous peoples' organizations and various other partners involved in environment and sustainable development of the Arctic region. In the late 1980s, the Arctic became increasingly understood as a single region, and international cooperation to deal with the shared environmental challenges of the Arctic region became an immediate goal for indigenous peoples, Governments and researchers. Indigenous peoples' organizations and Governments mapped out common objectives in order to secure meaningful involvement for indigenous peoples in the Arctic Environmental Protection Strategy and later the Arctic Council. Main partners in the process were the Government of Canada, which played a key role in establishing the Arctic Council, as well as other supportive Governments and, on the indigenous peoples' side, the Saami Council, the Inuit Circumpolar Conference, and the Russian Association of Indigenous Peoples of the North. That partnership led to the establishment of the Arctic Council in 1996 and gave rise to the indigenous peoples of the Arctic gaining the status of Permanent Participants, giving them de facto equivalence to that of member States at ministerial meetings, Senior Arctic Officials' meetings and other relevant meetings of the Arctic Council. Indigenous peoples' participation in this forum is supported by the Indigenous Peoples' secretariat, established in cooperation with the Government of Denmark and the Greenland Home Rule Government.

26. The representative from the Tebtebba Foundation of the Philippines shared the experience of the visit of the Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous people to the Philippines. After the appointment of a Special Rapporteur by the Commission on Human Rights in 2001, the Tebtebba Foundation, an indigenous organization, decided to work towards the Special Rapporteur being invited to the Philippines, given the serious situation of human rights of indigenous peoples, to use human rights procedures as a channel for more effective engagement with the United Nations, and thus to bring the United Nations closer to the lives of indigenous peoples in the Philippines. Partnerships were established both before and during the project, involving Tebtebba, other indigenous peoples' organizations, networks and support groups within the country. Throughout the process, these partnerships succeeded in compiling numerous case studies on violations of human rights and fundamental freedoms of indigenous peoples committed in several communities. The official report of the Special Rapporteur (E/CN.4/2003/90/Add.3) became a major reference on the situation of the indigenous peoples in the Philippines, and a number of follow-up activities have been or are being implemented.

27. The third five-year agreement between Bolivia and Denmark covers the period 2005-2010, extending Danish support to the sector programme for indigenous peoples with $28 million. The agreement also stipulates thematic support to the reform process of the public sector, national reconciliation, conflict resolution, human rights, democracy and gender equality, agriculture, environment and education. The Danish sector programme for indigenous peoples relies on the collaboration of a conglomerate of partners: the Bolivian State at the national, regional and local levels, indigenous organizations and national and international NGOs. With the focus on collective titles to land, the programme has a four-pronged strategy involving (a) technical support and capacity-building at the National Land Reform Institute; (b) direct support to indigenous peoples' administration of their territories; (c) support to indigenous peoples' participation in political and economic reform process; and (d) support to the Vice-Ministry for indigenous peoples in enhancing its capacity to incorporate indigenous peoples into the development process.

28. UNICEF provided an example of partnership with indigenous children and youth of two of the most marginalized groups of indigenous peoples — Kabihung and Dumagat — both of which have suffered extreme poverty, illiteracy and servitude for decades. A participatory community appraisal was conducted in 2004 through a partnership involving UNICEF, Camarines Norte Provincial Office of the National Commission on Indigenous People and the different local government units of the project areas, in order to allow the target indigenous communities themselves to surface the realities and issues of their present situation. Information and perspectives were thus gathered and included interviews, discussions and consultations with municipal employees using methods and approaches based on the participatory community appraisal. These methods can be characterized as participatory by involving community members sharing their own views, as adaptable by being flexible enough to be appropriate to the community's culture and situation and inventive by its light structure for changes, modifications and innovations.

29. The Regional Indigenous Peoples Programme (RIPP) is a partnership initiated by UNDP in 2004. Within the framework of the UNDP policy on engagement with indigenous peoples, the work of RIPP aims at promoting dialogue between indigenous peoples, Governments and other relevant parties throughout Asia and the Pacific region. Key partners in the region include regional and national indigenous peoples' organizations, bilateral donors and the international financial institutions, such as the Asian Development Bank. Within the United Nations system partners include the Permanent Forum, the Office of the United Nations High Commissioner for Human Rights (OHCHR) on pioneering the human rights-based approach, ILO on regional programmes and the United Nations Development Fund for Women (UNIFEM) on the empowerment of women. UNDP-RIPP is currently assisting Cambodia and Indonesia with review and/or reformulation of national laws and policies relevant to indigenous peoples. UNDP-RIPP is also involved in promoting natural resource management, land tenure and resource rights, data disaggregation, capacity development and knowledge-sharing with and for indigenous peoples.

30. In August 2005, a workshop on the theme "Engaging the marginalized: partnerships between indigenous peoples, Governments and civil society was held in Brisbane, Australia, and was co-sponsored by the secretariat of the Permanent Forum and the Human Rights and Equal Opportunity Commission of Australia. The workshop identified the need to significantly increase efforts to build effective partnerships between Governments, the private sector, civil society and indigenous peoples. To that end, it developed a checklist of principles for Governments, the private sector and civil society to engage indigenous peoples in relation to various contexts, including indigenous systems of governance and law, indigenous territories and lands, treaties, agreements and other constructive arrangements between States and indigenous peoples, extractive industries, conservation, hydro-development, tourism and other areas and access to natural resources including biological, genetic and traditional knowledge resources. The checklist specifically calls for a human rights-based approach to development; mechanisms for representation and engagement, design, negotiation, implementation, monitoring and evaluation, and capacity-building. The report of Brisbane workshop is available at www.un.org/esa/socdev/unpfii/en/workshops.html.

31. The experience of two indigenous communities in South Africa presented at the workshop illustrated the impact and differences between a good partnership and no partnership on local governance and the implications on indigenous peoples' lives. While one has managed to be sustained through strengthened local governance and to manage conflicts, the other one has lost control of the natural resources and been reduced to extreme poverty. The good practices shared and lessons learned from the two communities with regard to the management of their land and natural resources have also demonstrated the need of capacity-building for indigenous communities so that they would be better supported in the negotiations with private sector. The United Nations agencies are called upon to enhance their activities on capacity-building of indigenous communities in this regard.

IV. Conclusions and recommendations

Conclusions

32. The world is increasingly moving towards democratization, and indigenous peoples have often contributed to this process. It is now timely for States and the international community to build on existing good practices and further develop policies, laws and programmes that promote indigenous peoples' rights, self-determination, development with respect for identity and culture and dignity. There is a growing recognition of indigenous cultures, including cultural expressions, knowledge systems and world views, as part of the common heritage of humanity and as an important resource for sustainable development. The Convention for the Safeguarding of Intangible Heritage and the Convention on the Protection and Promotion of the Diversity of Cultural Expression reflect that recognition.

33. The Millennium Declaration, the Millennium Development Goals, and the outcomes of major United Nations conferences and summits provide fresh opportunities for partnerships among indigenous peoples and States, the United Nations system and other intergovernmental organizations, non-governmental organizations and other actors. Enhanced efforts should be made to implement the recommendations of the Permanent Forum regarding the Millennium Development Goals and indigenous peoples.

34. The goals, objectives and Programme of Action of the Second International Decade of the World's Indigenous People inspire rich visions of partnerships with indigenous peoples. The special theme of the Second Decade — partnership for action and dignity — is a tribute to such efforts.

35. The Permanent Forum was originally conceptualized and promoted by indigenous peoples. The subsequent establishment, mandate and composition, and way of functioning of the Permanent Forum is a major example of partnership at the international level between States, indigenous peoples and the intergovernmental system. Once a declaration on the rights of indigenous peoples is adopted, it can potentially serve as a comprehensive framework for partnership between States and indigenous peoples.

36. The United Nations system, especially in connection with international legal instruments and bodies of relevance to indigenous peoples, including ILO as the monitor of ILO Conventions No. 107 and No. 169 and the United Nations Committee on the Rights of the Child as monitor of the United Nations Convention on the Rights of the Child, the Committee on Human Rights and the Committee on Economic, Social and Cultural Rights, the Committee on the Elimination of All Forms of Racial Discrimination and the Committee on the Elimination of All Forms of Discrimination Against Women, as well as other human rights instruments and Special Rapporteur mechanisms, is influential in engaging Governments and others in good partnerships with indigenous peoples. Country and regional level coordination and cooperation of the United Nations system on indigenous issues has had positive results in mainstreaming such issues in development programmes and processes.

37. The variety of case studies presented at the workshop identified lessons learned from experiences of Governments, intergovernmental organizations and indigenous peoples and non-governmental organizations, challenges, facilitating

factors and a number of common elements of what constitutes good partnership with indigenous peoples.

A. Elements of good (effective and efficient) partnerships

38. A good partnership could be briefly described as one that has the vision of reaching a common goal by joining different types of knowledge, experiences and resources into an alliance and continuous dialogue that is based upon mutual respect, consent and solidarity.

39. Partnerships with indigenous peoples that are particularly significant include, but are not limited to, those related to the following areas:

(a) Promotion of respect for and recognition of indigenous peoples' basic human rights and fundamental freedoms, which include, inter alia, their rights to self-determination, their lands, territories and resources (including their right not to be displaced or forcibly relocated without their free, prior and informed consent) and development, as well as their right to their culture, identity and knowledge systems;

(b) Monitoring and ensuring the compliance of Governments in implementing their obligations regarding international human rights law, multilateral environmental agreements and existing and emerging standards on indigenous peoples' rights;

(c) Treaties, agreements and other constructive arrangements between States and indigenous peoples;

(d) Access to natural resources, including biological resources, genetic resources and traditional knowledge of indigenous peoples, leading to possible exploration, development or use thereof;

(e) Development of policies, processes, programmes and projects, including but not limited to planning, implementation, monitoring, evaluation and closure, that directly address indigenous peoples or may affect them. This includes the formulation of legislation and policies dealing with or affecting indigenous peoples;

(f) Social and environmental impact assessment studies and access and benefit-sharing agreements that have impacts on indigenous peoples' lands, territories and resources;

(g) Education sector, especially the development of bilingual, intercultural, non-racist and non-discriminatory education systems to promote indigenous peoples' rights and dignity and to educate non-indigenous people to respect cultural diversity. That includes ensuring equal access of indigenous peoples to education;

(h) Health sector, in particular the recognition and enhancement of indigenous peoples' traditional healing systems and their knowledge of traditional medicinal plants and ensuring that they enjoy equal access to health services;

(i) Administration of justice which includes the recognition of customary laws and justice systems and addresses the issue of disproportional representation of indigenous peoples in jails, arbitrary arrests, detention, extrajudicial killings and other forms of human rights violations;

(j) Cultural heritage issues, including the recognition of indigenous peoples' rights to tangible and intangible heritage, knowledge systems, world views, cultural expressions, sacred sites and the repatriation of cultural heritage and human remains from museums outside indigenous territories;

(k) Building and strengthening indigenous peoples' organizations, networks, formations and other institutions, which includes enhancing their capacity to carry out research, education and advocacy work and their capacity to govern.

40. A good partnership is a process and therefore the involvement of each partner at all stages and levels of the process is essential for success.

41. In a good partnership, consultation with indigenous peoples and communities takes place through the representative institutions of the peoples concerned.

42. Recognition of indigenous peoples' rights in law provides a solid institutional framework for partnerships and productive relationships.

43. Partnerships with indigenous peoples have to be based on the fundamental principles of human rights and sustainable human development that promote indigenous peoples' rights, both individual and collective, including their right to self-determination, lands, territories and resources, ensure respect for the principle of free, prior and informed consent and the implementation of the precautionary principle.

44. Partnerships should support indigenous peoples' visions and priorities for the process of development.

45. Partnerships with indigenous women and a gender dimension to partnerships is an essential element of success for such partnerships.

46. Good partnerships are those that do not lead to relations of dependency but to independent action by the indigenous peoples concerned.

47. Crucial elements of effective and efficient partnerships with indigenous peoples include:

(a) Mutual respect and consent, transparency and accountability among partners;

(b) Convergence and common understanding of substantial objectives, strategies, activities, outputs and expected impacts between and among the partners rather than separate institutional objectives;

(c) Focus on strengthening indigenous peoples' participation and influence in policy- and decision-making processes that affect their lives and involve the diversity of actors that have influence on such processes for all actors concerned;

(d) Focus on capacity development, its conceptualization and design as a long-term process with clear progression and benchmarks; capacity-building is most effective when it involves all sides — indigenous peoples, the United Nations system, government officials, other relevant actors and the public in general;

(e) Undertaking joint planning, implementation and evaluation with partners and understanding partnerships as shared learning processes, documenting the experiences and lessons learned and sharing with other partners, across countries and regions;

(f) Involving partners in international processes, as they often constitute sources of inspiration for experience-sharing.

B. Facilitating factors

48. Among the facilitating factors identified were the following:

(a) Participatory strategies for and with indigenous children and youth that facilitate partnerships with indigenous peoples and Governments and can have catalytic effects regarding policies;

(b) Persistence;

(c) Standing up for what is ethical and right;

(d) Making strategic alliances;

(e) Demonstrating the link between full and effective participation of indigenous peoples and better outcomes for all;

(f) Balancing between strong pressure and compromise;

(g) Parties getting to know each other as persons and getting to know the conditions that each is working under;

(h) Learning to know more about each other's culture;

(i) Having relationships that allow mutual criticism;

(j) Accepting differences and disagreement, while ensuring constructive ways of resolving conflict and building consensus;

(k) Developing media to promote indigenous knowledge systems and cultural resources.

C. Challenges, obstacles and barriers

49. Among the challenges identified were the following:

(a) Racism and discrimination;

(b) Lack of awareness of indigenous peoples' rights, lack of capacity and presence of elitism among staff of governmental, intergovernmental and non-governmental institutions;

(c) Lack of adequate resources to follow through on plans made by partners, including implementation;

(d) Resistance by partners to new ways of seeing and doing things and resistance to innovative and bottom-top approaches;

(e) Mistrust based on historical experiences;

(f) Lack of adequate data or disaggregated data relating to indigenous peoples;

(g) Lack of an adequate level of institutional capacity among indigenous peoples and indigenous leadership.

Recommendations

50. **Governments, the international community, non-indigenous societies and people have an inescapable responsibility to indigenous peoples, given past and ongoing discrimination and oppression to which they have been and are subjected. Thus, measures should be taken and partnerships built to ensure the protection of and respect for indigenous peoples' rights and the realization of their visions of development with respect for culture and identity.**

51. **During the Second International Decade of the World's Indigenous People all relevant actors are urged to establish, develop and promote strong partnerships among indigenous peoples, Governments and intergovernmental bodies, agencies, funds and programmes, non-governmental organizations and the private sector. The Programme of Action of the Second International Decade and the draft universal declaration on the rights of indigenous peoples, when adopted, should serve as the basic frameworks for such partnerships. The creation of national tripartite bodies, which include representatives of Government, United Nations agencies and indigenous peoples, to formulate and implement national programmes for the Second Decade is encouraged as one form of such partnerships.**

52. **National constitutions and legislations should be reviewed and reformed to be purged of discriminatory and racist content and to ensure the recognition of indigenous peoples' collective and individual human rights, in conformity with international human rights standards.**

53. **Where (historic) partnerships already exist based on legal relationships between indigenous peoples and States in treaties, agreements and other constructive arrangements, partnerships shall observe, honour, respect, enforce and implement such partnerships according to their original spirit and intent; conflicts and disputes which cannot otherwise be resolved should be submitted to competent national, regional and international bodies agreed to by the parties/partners concerned.**

54. **States should ensure that indigenous peoples enjoy high degrees of autonomy, if they so wish, and that they are represented in decision-making bodies of local and national institutions.**

55. **Indigenous peoples should actively seek participation and partnerships with existing United Nations system mechanisms at local, country, regional and international levels.**

56. **States should allocate resources to relevant institutions, including national commissions and departments on indigenous peoples, other relevant government agencies and the judicial system, so that those bodies will be able to implement legislation, policies and programmes addressing indigenous peoples.**

57. **Mechanisms between States and indigenous peoples and between NGOs and the private sector and indigenous peoples should be established for regular dialogues, better coordination, confidence-building processes and the resolution of disputes.**

58. **Mechanisms should be established for effective joint planning, implementation monitoring, assessment and evaluation of partnerships between indigenous peoples and State and non-State actors.**

59. **The United Nations system and States should encourage the recruitment of indigenous persons in the public sector at local, national and international levels.**

60. **International development agencies and other donors should review their procedures of assistance and make them less bureaucratic and more accessible for indigenous peoples.**

61. **There should be improved coordination within and among the various intergovernmental agencies and donors at the national, regional and international levels in relation to their policies, programmes and projects with indigenous peoples.**

62. **Special provisions and mechanisms should be established by United Nations agencies and other intergovernmental bodies to enable the full and effective participation of indigenous peoples' organizations and representatives in their activities. Special attention should be given to strengthening partnerships with indigenous women, youth and children.**

63. **Mechanisms should be developed for parties to resolve disputes, including access to independent systems of arbitration and conflict resolution.**

64. **Access by the Permanent Forum to and dialogues with the governing bodies of the United Nations specialized agencies, funds and programmes should be encouraged, developed and strengthened.**

65. **The secretariat of the Permanent Forum should establish, in cooperation with United Nations agencies, a database of indigenous expert resource persons and share it within the United Nations system.**

66. **Data collection and disaggregation for indigenous peoples should be a major area of partnerships between indigenous peoples and other relevant actors.**

67. **UNESCO should intensify efforts to facilitate dialogue and partnerships between States and indigenous peoples, with regard to responding to indigenous claims for the return of their cultural heritage, and to further provide technical support to indigenous peoples in that effort, if they so wish.**

68. **Global, regional and national mechanisms should be established to protect and monitor the situation of indigenous peoples in voluntary isolation and in danger of extinction.**

Awareness-raising, capacity enhancement and capacity-building

69. **States, the United Nations system and indigenous organizations are encouraged to document, share and promote good practices and lessons learned of partnerships at the annual sessions of the Permanent Forum and other occasions; publications on partnerships should be made available to indigenous peoples and widely disseminated to all concerned.**

70. **Indigenous traditional and other structures of governance should be recognized and provided adequate support to strengthen their capacity to engage in partnerships.**

71. **States, United Nations specialized agencies and other international and national development actors should enhance the capacity of indigenous peoples to design, implement, monitor, evaluate, upscale and replicate their own priorities for sustainable development. Capacity-building activities specifically targeting indigenous women, youth and children should be given special attention.**

72. **States and United Nations agencies should strengthen the capacity of their staff, including increasing their knowledge and awareness of indigenous peoples' rights and of the human rights-based approach to development and principles of promoting cultural diversity. The human rights-based approach to development adopted by the United Nations system,[1] which includes the principles of non-discrimination, equality and full and effective participation, should be implemented at the country level.**

73. **The United Nations system and bilateral institutions and donors should share more systematically tools and practices relevant to work with indigenous peoples, including the Danish International Development Agency toolkit on best practices for including indigenous peoples in sector programme support, and develop additional tools for United Nations country teams.**

74. **The Permanent Forum should consider the establishment of guidelines of good partnerships between indigenous peoples and various actors.**

75. **Governments and intergovernmental organizations should strengthen intersectoral cooperation and capacity on indigenous issues.**

76. **Indigenous peoples should specify which representative institutions are entitled to enter into a partnership on behalf of the affected peoples or communities. Where this is not possible, a partnership should emphasize the building of relevant indigenous peoples' capacity in this regard.**

[1] The United Nations Statements of Common Understanding of the human rights-based approach to development cooperation was adopted in 2003. References are made in it to the inclusion and participation of indigenous peoples in the 2004 revised version of the Common Country Assessment Guidelines and the United Nations Development Framework Assistance at country level.

Annex I

Agenda

United Nations Permanent Forum Workshop on Partnership Visions for the Second International Decade of the World's Indigenous Peoples

(Nuuk, Greenland, 14-15 February 2006)

Tuesday, 14 February

Morning

Opening ceremony: appointment of Chairpersons and Rapporteur of the Workshop

Opening address:

Josef Motzfeldt, Greenland Home Rule Government Minister of Finance and Foreign Affairs

Victoria Tauli-Corpuz, Chairperson, United Nations Permanent Forum on Indigenous Issues (UNPFII)

Aqqaluk Lynge, President, Inuit Circumpolar Conference (ICC) Greenland

Presentations and discussions

Intercultural education policy in Mexico, Sylvia Schmelkes, Department of Education, Government of Mexico

Community-based natural resources management for livelihood and development, Meshack Malo, National Museums of Kenya, Government of Kenya

Repatriation of Greenland cultural heritage from Denmark to Greenland, Daniel Thorleifsen, Director, Greenland National Museum and Archives

A democratic Indonesia: An opportunity for genuine dialogue on indigenous issues, Dicky Komar, Counsellor, Permanent Mission of the Republic of Indonesia to the United Nations

Socio-economic integration of the Batwa people of the Republic of Burundi, Libérate Nicayenzi, member of Parliament

Afternoon

Presentations and discussions (continued)

United Nations system role at national and regional levels to promote partnership, Paul Martin, UNICEF, Ecuador Office

UNDP engagement with indigenous peoples in Asia, Chandra Roy, UNDP

Partnership experiences of ILO with indigenous peoples in Cambodia and Cameroon, Birgitte Feiring, ILO

Direct engagement with indigenous peoples during the World Bank policy revision process, Navin Ray, World Bank

Partnerships between UNEP/GRID-Arendal and indigenous peoples: Some experiences gained, Kathrine Johnsen, UNEP/GRID-Arendal

Experiences with partnerships and intergovernmental bodies, Merike Kokajev, member of UNPFII

Experience in the Democratic Republic of the Congo, Liliane Muzangi Mbela, member of UNPFII

Alliances between the indigenous organizations and international cooperation agencies in the consolidation of the indigenous territories in Bolivia, Dionicio Guitierrez, Confederation of Indigenous Peoples of Bolivia

Partnerships in Sápmi with a special focus on the Finnmark Act, Magne Ove Varsi, Resource Centre for the Rights of Indigenous Peoples

Partnership themes, Jens Dahl, International Work Group on Indigenous Affairs

World Conservation Union (IUCN) and partnerships with indigenous peoples: Lessons from the World Parks Congress Experience, Peter Bille Larsen, IUCN

Partnership with children, Dale Rutstein, UNICEF Office in the Philippines

Wednesday, 15 February

Morning

Panel discussion on the Arctic Council model of partnership

Aleksander Kobelev, the Saami Council

Pavel Sulyandziga, member of UNPFII, Russian Association of Indigenous Peoples of the North

Carl Christian Olsen (Puju), ICC Greenland

Presentations and discussions (continued)

Partnership and indigenous peoples — Danish International Development Agency policies and experiences, Ida Nicolaisen, member of UNPFII

European Commission cooperation with indigenous peoples

Challenges and opportunities, Tove Søvndahl Pedersen, European Commission

UNESCO and indigenous peoples: Partnership to promote cultural diversity, presentation of a new publication, Susanne Schnuttgen, UNESCO

South African preliminary comparative study of two indigenous communities dealing with extractive industries in their territories, William Langeveldt, member of UNPFII, CRI Commission

Partnership with the United Nations Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous people: Case study from the Philippines, Victoria Tauli-Corpuz, Chair, UNPFII, Tebtebba Foundation

Engaging the marginalized — partnerships between indigenous peoples, Governments and civil society, the report on the United Nations workshop held in Brisbane, Australia, in 2005, Michael Dodson, member of UNPFII

Presentation of draft recommendations and principles to be included in the workshop report to the fifth session of UNPFII

Drafting of recommendations

Presentation and adoption of conclusions and recommendations

Close of meeting

Annex II

Documentation

Opening statements: Josef Motzfeldt, Victoria Tauli-Corpuz, Aqqaluk Lynge (Nuuk/2006/WS.doc1)

William Langeveldt, A South African preliminary comparative study of two indigenous communities (Nuuk/2006/WS.doc2)

Victoria Tauli-Corpuz, Partnership with the United Nations Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous people: Case study from the Philippines (Nuuk/2006/WS.doc3)

Parshuram Tamang, International Alliance's experiences with European Commission support for indigenous peoples capacity-building (Nuuk/2006/WS.doc4)

Hassan Id Balkassm: Partenariat entre l'Association Tamaynut et l'OIT (Nuuk/2006/WS.doc5)

Liliane Muzangi Mbela, Projet FIDA/PRAPE et le gouvernement congolais en faveur des populations vulnérables (Nuuk/2006/WS.doc6)

Mick Dodson, Engaging the marginalized — partnership between indigenous peoples, Governments and civil society (Nuuk/2006/WS.doc7)

Merike Kokajev, Experiences of partnership between indigenous peoples and intergovernmental bodies (Nuuk/2006/WS.doc8)

Ida Nicolaisen, Partnership with indigenous peoples — Danish International Development Agency policies and experiences (Nuuk/2006/WS.doc9)

The United Nations System role at the national and regional levels to promote partnership — report of the Panama inter-agency support group meeting 2005 (Nuuk/2006/WS.doc10)

ILO partnership experiences with indigenous peoples in Cambodia and Kenya (Nuuk/2006/WS.doc11)

UNDP engagement with indigenous peoples in Asia (Nuuk/2006/WS.doc12)

UNESCO and indigenous peoples: Partnership to promote cultural diversity (Nuuk/2006/WS.doc13)

Direct engagement with indigenous peoples during the World Bank policy revision process (Nuuk/2006/WS.doc14)

Participatory community appraisal, eight indigenous communities in the Philippines, UNICEF (Nuuk/2006/WS.doc15)

Capacity-building and participation of indigenous peoples in the sustainable development of the Arctic, UNEP/GRID-Arendal (Nuuk/2006/WS.doc16)

Challenges and opportunities for European Commission cooperation with indigenous peoples (Nuuk/2006/WS.doc17)

Community-based natural resources management for livelihood support and development in Kenya (Nuuk/2006/WS.doc18)

Repatriation of Greenland cultural heritage from Denmark to Greenland (Nuuk/2006/WS.doc19)

A democratic Indonesia: an opportunity for genuine dialogue on indigenous issues (Nuuk/2006/WS.doc20)

Integration socio-économique des Batwa au Burundi (Nuuk/2006/WS.doc21)

Intercultural education policy in Mexico (Nuuk/2006/WS.doc22)

Alliances between the indigenous organizations and international cooperation agencies in the consolidation of the indigenous territories in Bolivia (Nuuk/2006/WS.doc 23)

Partnership in Sapmi with a special focus on the Finnmark Act in Norway (Nuuk/2006/WS.doc24)

IWGIA Partnership themes (Nuuk/2006/WS.doc25)

IUCN experiences in connection with the 2003 World Parks Congress, and protected areas and indigenous peoples: the Durban contributions to reconciliation and equity (IUCN) (Nuuk/2006/WS.doc26)

International Circumpolar Conference: Negotiation indigenous inputs to the Arctic Council (Nuuk/2006/WS.doc27)

Annex III

Attendance

Members of the United Nations Permanent Forum on Indigenous Issues

Victoria Tauli-Corpuz

Ida Nicolaisen

Pavel Sulyandziga

Otilia Lux Garcia de Coti

Michael Dodson

Wilton Littlechild

Eduardo Aguiar de Almeida

William Ralph Langeveldt

Xiaomei Qin

Liliane Muzangi Mbela

Merike Kokajev

Aqqaluk Lynge

Experts

Aleksander Kobelev, Saami Council

Dionicio Guitierrez, Confederation of Indigenous Peoples of Bolivia

Magne Ove Varsi, Resource Centre for the Rights of Indigenous Peoples, Norway

Sylvia Schmelkes, Mexico

John Meshack Oguna Malo, Kenya

Turid Johansen Arnegaard, Norway

Nan Li, China

Liberate Nicayenzi, Burundi

Dicky Komar, Indonesia

Christina Rasmussen, Denmark

Tove Søvndahl Pedersen, European Commission

Carl Christian Olsen, ICC

Jens Dahl, International Work Group for Indigenous Affairs

Miriam Anne Frank, Netherlands Centre for Indigenous Peoples

Peter Bille Larsen, The World Conservation Union

Lars Karl Jensen, Greenland Association of Municipalities

Jess G. Berthelsen, Greenland Worker's Association

Britta N. Johansen, Greenland National Youth Organisation

Daniel Thorleifsen, Greenland National Museum and Archives

United Nations agencies

UNICEF Ecuador Office

UNICEF Philippines Office

UNDP Regional Indigenous Peoples' Programme, regional centre in Bangkok

International Labour Organization

World Bank

UNEP

UNESCO

Representatives of the Greenland Home Rule Government

Josef Motzfeldt, Minister of Finance and Foreign Affairs

Henriette Rasmussen, Adviser

Inuuteq Holm Olsen, Acting Deputy Minister, Department of Foreign Affairs

Kuupik Kleist, member of the Danish and Greenland Parliaments

Ellen Christoffersen, Greenland Parliament Committee on Foreign Affairs and Security

Marianne Jensen, member of CBD advisory group on article 8 (j)

Observers

Yvon Czonka, University of Greenland

Inge Seiding, International Arctic Social Sciences Association

Upaluk Poppel, University of Greenland

Laura Westergaard-Nielsen, University of Greenland

Minnnguaq Kleist, Secretariat of the Greenland members of the Danish Parliament

Anja Hynne Nielsen, Secretariat of the Greenland Parliament

Inga Hansen, Greenland National TV

Karoline Platou, Greenland National Radio

Per Jensen, Greenland National Radio

Mette Lynge, Aturi Art

Tida Ravn, Department of Self-Governance, Greenland

Jian Liu, Chinese Embassy to Denmark

Mille Gabrie, University of Copenhagen

Sophia Chloe Stamatopoulou-Robbins, Oxford University

Maluna Abelsen, Department of Foreign Affairs, Greenland

Secretariat

Marianne Lykke Thomsen, Department of Foreign Affairs, Greenland

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Tina Naamansen, Department of Foreign Affairs, Greenland

Janus Chemnitz Kleist, Department of Foreign Affairs, Greenland

Hjalmar Dahl, ICC

Lene Kielsen Holm, ICC

Rena Skifte, ICC

Elsa Stamatopoulou, Chief, Secretariat of UNPFII

Hui Lu, Social Affairs Officer, Secretariat of UNPFII

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Permanent Forum on Indigenous Issues
Fifth session
New York, 15-26 May 2006
Items 3 and 4 of the provisional agenda*

Special theme: the Millennium Development Goals and indigenous peoples: redefining the Goals

Ongoing priorities and themes

Information received from Governments

Mexico

Summary

The present document contains the response of the Government of Mexico regarding the measures taken or planned in response to the recommendations of the Permanent Forum on Indigenous Issues at its fourth session in 2005.

* E/C.19/2006/1.

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Contents

		Paragraphs	Page
I.	Introduction	1–21	3
	A. Special theme: the Millennium Development Goals and indigenous peoples: Goal 1 of the Millennium Development Goals, Eradicate extreme poverty and hunger, to be addressed under the following thematic approach of combating poverty: good practices and barriers to implementation	4–21	3
II.	Ongoing priorities and themes: human rights, with special emphasis on an interactive dialogue with the Special Rapporteur of the Commission on Human Rights on the situation of the human rights and fundamental freedoms of indigenous people	22–27	6
III.	Ongoing priorities and themes: data collection and the disaggregation of data on indigenous peoples	28–33	6
IV.	Ongoing priorities and themes: follow-up to previous special themes: "Indigenous children and youth" (2003) and "Indigenous women" (2004)	34–42	8
V.	Education of indigenous children and youth	43–154	9

I. Introduction

1. The Government's policy is aimed at establishing a new relationship between the State, indigenous peoples and society as a whole. The Mexican Constitution recognizes the country's multiculturalism, as expressed by indigenous languages and cultures, as an integral part of our nation.

2. To strengthen that multiculturalism, Mexico designs, promotes and coordinates comprehensive and cross-cutting policies among its institutions and through cooperation with local governments through the National Commission for the Development of Indigenous Peoples (CDI). The functions of CDI include encouraging the federal Government to adopt comprehensive and cross-cutting policies for the development of indigenous peoples.

3. Mexico believes it is very important to achieve full coexistence within an ethical framework of cultural diversity, recognizing and respecting the individual and collective rights of the various groups, segments and peoples that make up societies, and has undertaken a series of actions to that end.

A. Special theme: the Millennium Development Goals and indigenous peoples: Goal 1 of the Millennium Development Goals, Eradicate extreme poverty and hunger, to be addressed under the following thematic approach of combating poverty: good practices and barriers to implementation

Framework and capacity-building

Paragraph 11 of the report on the fourth session of the United Nations Permanent Forum on Indigenous Issues (E/2005/43), on the prohibition of racial discrimination

4. One of the most important measures taken by the Government was to amend, on 14 August 2001, the Mexican Constitution (article 1, third paragraph) in order to raise the prohibition of all forms of discrimination to the constitutional level.

5. In June 2003, the Federal Prevention and Elimination of Discrimination Act was promulgated. This Act establishes legal mechanisms to ensure that article 1 of the Constitution is implemented. It also established the National Council for the Prevention of Discrimination, the aim of which is to carry out actions to prevent and eliminate discrimination and to draw up and promote public policies to ensure equal opportunities and equal treatment for all persons.

6. One of the most important powers that the Act grants to the Council is that of receiving complaints and claims from citizens. The Council mediates and conciliates among the parties, while fully respecting their right to act through the courts. It aims to prevent discrimination in the short and long terms. Its Governing Board includes both Government and citizens' representatives and also has a consultative assembly, which enables it to hear the voice of those working to combat social exclusion.

7. With the aim of sharply reducing inequalities based on race or ethnicity and addressing the problem of discrimination, the National Commission for the Development of Indigenous Peoples (CDI) was established. This Commission has

carried out actions and projects designed to support the economic and social development of Mexico's indigenous peoples.

8. For example, it established a system of radio stations that broadcast programmes reflecting indigenous culture, with the aim of encouraging participation, supporting the social and cultural development of indigenous people and promoting activities to combat discriminatory attitudes and prejudices and raise awareness of human rights and the right to justice.

9. With regard to community participation, this system carries out processes that take various forms, such as consultative councils or community correspondents whose role is to review and analyse the programmes broadcast by individual radio stations. They also seek to ensure that programmes targeting the indigenous population respond to the interests and cultural characteristics of indigenous peoples and communities.

10. In addition, the system broadcast the campaigns of other institutions, including the Office of the Special Prosecutor for Electoral Offences, the Ministry of Social Development and the Federal Electoral Institute, on the democratic participation of indigenous peoples and actions to promote transparency.

11. A project entitled "Prevention and treatment of violence and its consequences for indigenous women's health" has been implemented. Its objective is to apply a new model for providing indigenous women with health care and addressing domestic and institutional violence against them, called "health centres for indigenous women". This project is implemented through inter-institutional cooperation with the Ministry of Health, using resources from the World Bank. Five such health centres have been set up: one each in Chihuahua, Guerrero and Chiapas and two in Oaxaca.

12. In line with the conclusions of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, the Commission's intersectoral programme for indigenous women carried out a diagnostic study to document discrimination against indigenous populations, particularly women. Because few efforts have been made to address the issue from a theoretical or personal point of view, the main objective was to start a wide-ranging discussion on its causes, involving both the non-indigenous population and indigenous groups and communities.

13. The Commission participates with a liaison person in the national campaign for equity and comprehensive security for women, which is being conducted by the Chamber of Deputies, the Ministry of the Interior and the National Council for the Prevention of Discrimination.

14. Through its Directorate of Social Consultation and Citizen Outreach, CDI advises indigenous communities and organizations in their dealings with offices, entities, agencies, organizations and institutions at the federal, state, national and international levels.

15. As a consequence of this responsibility, the Commission strives on a daily basis to encourage public servants to pay more attention to the concerns of indigenous people. This has enabled it to create a network of public officials who are more sensitive to and aware of the need to respond promptly to those concerns.

16. A programme to promote agreements on judicial matters supports projects in which indigenous communities and civil society are involved in monitoring implementation of the law and promoting indigenous people's access to justice. Funding has been given to projects that address discrimination.

Other follow-up

Paragraph 29, on the protection of water resources (E/2005/43)

17. At the thirteenth session of the Commission on Sustainable Development (April 2005), Mexico took part in the consideration of water, sanitation and human settlements issues. It promoted the adoption of policies aimed at conserving and protecting ecosystems through integrated water resources management; the promotion of sanitation and hygiene education; and the dissemination of measures and programmes adopted by our country to address the sustainability issues affecting human settlements and to promote the recognition of equal rights and opportunities for men and women, as a precondition for sustainable development.

Paragraph 30, on the fourth World Water Forum (E/2005/43)

18. Mexico promoted the convening of the fourth World Water Forum, which will provide an opportunity to see how Governments, the private sector and civil-society organizations are implementing water-related commitments adopted at international forums and to follow up the work of the Commission on Sustainable Development, in particular the policy decisions and actions adopted in April 2005 on matters relating to financing, capacity-building and transfer of technology to developing countries, as well as institutional governance and monitoring in the area of access to basic water and sanitation services.

19. CDI is convening a thematic meeting on indigenous peoples and water, and has invited experts from the Permanent Forum on Indigenous Issues to participate.

Paragraph 38, on the dissemination and implementation of the recommendations of the Special Rapporteur's reports on indigenous peoples (E/2005/43)

20. CDI and the Ministry of Foreign Affairs have met with staff of the Office of the United Nations High Commissioner for Human Rights and the Special Rapporteur to design a joint project to follow up the recommendations he made to Mexico in 2003.

21. On 7 February 2006, the project, entitled "Promotion and protection of the human rights of indigenous peoples in Latin America, with special emphasis on Guatemala and Mexico", was introduced. One of the main objectives of this project is to follow up those recommendations.

II. Ongoing priorities and themes: human rights, with special emphasis on an interactive dialogue with the Special Rapporteur of the Commission on Human Rights on the situation of human rights and fundamental freedoms of indigenous people

Paragraph 59, on a strong declaration on the rights of indigenous peoples (E/2005/43)

22. Mexico has worked actively towards the conclusion of a strong and forceful declaration: in September 2005 it organized an international workshop on the draft United Nations declaration in Pátzcuaro, Michoacán.

Paragraph 63, on the ratification of international instruments relating to indigenous people (E/2005/43)

23. Mexico ratified the International Convention on the Elimination of All Forms of Racial Discrimination on 20 February 1975 and International Labour Organization Convention No. 169 concerning Indigenous and Tribal Peoples in Independent Countries on 5 September 1990.

Paragraph 65, on the United Nations Human Settlements Programme (UN-Habitat) (E/2005/43)

24. Mexico took part in the high-level segment of the twentieth session of the Governing Council of UN-Habitat (held in Nairobi, Kenya, from 4 to 8 April 2005).

25. The Council adopted 22 resolutions; particular attention is drawn to resolution 20/13, entitled "Housing as a component of the right to an adequate standard of living for persons who are vulnerable and disadvantaged", which was supported by Mexico.

26. The resolution recalls paragraphs 12, 13, 14, 16 and 17 of the Habitat Agenda, which relate to the right of indigenous people, among other groups, to an adequate standard of living, adequate shelter and full and equal participation in political, social and economic life. It also recalls paragraph 40 of the Agenda, which emphasizes the promotion of shelter and basic services and facilities for education and health for certain groups, including indigenous people.

27. Mexico supported Commission on Human Rights resolution 2004/21, entitled "Adequate housing as a component of the right to an adequate standard of living", in particular the importance it accords to the situation of the poor and members of groups requiring special protection, such as indigenous people.

III. Ongoing priorities and themes: data collection and the disaggregation of data on indigenous peoples

Paragraph 84, on indigenous identity (E/2005/43)

28. Population and housing censuses in Mexico recognize the principle of self-identification or self-classification. The language criterion has been used to identify the indigenous population. In the twelfth population and housing census, conducted in 2000, a question on self-classification or ethnic origin was included only in the

expanded questionnaire distributed to a nationwide sample of 2.1 million households. The census revealed that 6.04 million people over the age of five years spoke indigenous languages. The language criterion makes it possible to recognize ethnic and cultural identities and facilitates the disaggregation of data for each ethno-linguistic group, although it is not sufficient to quantify the entire indigenous population.

29. During the census, Mexico recorded the indigenous population using a catalogue that identifies the following 62 ethno-linguistic groups and their respective variants: Aguateco, Amuzgo, Cakchiquel, Cochimí, Cora, Cucapá, Cuicateco, Chatino, Chichimeco Jonaz, Chinantecos, Chocho, Chol, Chontal de Oaxaca, Chontal de Tabasco, Chuj, Guarijío, Huasteco, Huave, Huichol, Ixcateco, Ixil, Jacalteco, Kanjobal, Kekchí, Kikapú, Kiliwa, Kumiai, Lacandón, Mame, Matlatzinca, Maya, Mayo, Mazahua, Mazateco, Mixe, Mixtecos, Motozintleco or Mochó, Náhuatl, Ocuilteco, Otomí, Paipai, Pame, Pápago, Pima, Popoloca, Popoluca, P'urhépecha or Tarasco, Quiché, Seri, Tacuate, Tarahumara, Tepehua, Tepehuano, Tlapaneco, Tojolabal, Totonaca, Triqui, Tzetzal, Tzotzil, Yaqui, Zapotecos and Zoque.

Paragraph 88, on the diversity and demographic profile of indigenous communities, including people with disabilities (E/2005/43)

30. At the fifty-sixth session of the General Assembly, the President of Mexico, Vicente Fox, proposed the elaboration of a convention on the rights of persons with disabilities. To that end, an Ad Hoc Committee was established to draft the convention. The Committee has held seven sessions, in which Mexico has participated constructively in order to reach agreement.

31. In order to achieve sufficient coordination among the relevant areas of the United Nations, Mexico has supported a number of resolutions in the General Assembly (from 2002 to 2005), the Commission for Social Development (from 2003 to 2006) and the Commission on Human Rights (from 2003 to 2005). Mexico is convinced that a draft convention could be submitted for adoption to the General Assembly in 2006.

32. At the national level, on 31 May 2005 President Fox signed a decree promulgating the Persons with Disabilities Act, which entered into force on 11 June 2005. The Act establishes the National Council for Persons with Disabilities, which is responsible for contributing to the formulation of a State policy in that area and for promoting, monitoring and assessing actions and programmes implemented pursuant to the Act.

33. In recognition of Mexico's leadership on this issue, President Fox has received three awards: the International Leadership Award from the Inter-American Development Bank (IDB) (2001); the Charles D. Siegal President's Award from the Los Angeles NGO Western Law Center for Disability Rights (2003); and the Latin American Recognition Award for work in the area of disabilities from a group of NGOs (2004).

IV. Ongoing priorities and themes: follow-up to previous special themes: "Indigenous children and youth" (2003) and "Indigenous women" (2004)

Indigenous peoples' organizations

Paragraph 104, on support for the attendance and participation of indigenous youth at future sessions of the Permanent Forum (E/2005/43)

34. Mexico encourages young people to participate in General Assembly sessions and is promoting the inclusion of indigenous youth in its official delegation to the sixty-first session.

Recommendations to Member States

Participation

Paragraph 111 (a), (b), (c) and (d), on improving and increasing indigenous women's economic and social conditions (E/2005/43)

35. Various projects that directly benefit indigenous people throughout the country have been set up and supported in order to experiment with training methods, technical support for productive employment, methodologies for social organization and incentives for community-based activities.

36. The projects are designed to assist the indigenous population, in particular women. They have been funded by NGOs, civil-society organizations and private companies. Local indigenous organizations in the various states of the Republic have also received support in the form of training and technical assistance, which has had a direct impact on beneficiaries.

37. In the area of sustainable development, efforts have been made to mainstream a gender perspective into Government departments such as the Ministry of Agriculture, Livestock, Fisheries and Food and the Ministry of the Environment and Natural Resources; decentralized bodies such as the Shared-Risk Trust Fund and the National Commission on Protected Natural Areas; and various civil-society organizations.

38. The strategy has nationwide scope, and its various components therefore cover indigenous communities. It includes the participation of Government ministries and their decentralized bodies; 100 specialists from 26 protected natural areas (regions with a large number of indigenous people) have been trained as trainers in the area of gender and microenterprise management; 85 specialists from all the state offices of the Shared-Risk Trust Fund have been trained to apply this approach to the regional sustainable management of small watersheds; and 650 female microenterprise owners from the same regions, who represent, on average, over 3,250 individuals who work in these microenterprises, have received training in management processes and gender issues.

39. Through national and regional meetings, conferences, workshops and the design of informational materials geared towards public officials, academics and the population at large, information on gender and sustainable development has been disseminated and awareness-raising activities have been carried out. In particular,

the 2004 edition of the Directory of Institutional Support for Production and Employment Projects for Women contains information on 83 federal Government programmes designed to support production initiatives set up by women, including indigenous women. The strategy is implemented at three levels:

(a) Central Government: the authorities and their agents receive training on programmes with a gender perspective;

(b) State and regional offices: training on methodologies is provided directly to technical teams so that they can train others working in their field;

(c) Training in technical and gender issues: such training is provided directly to men and women in the above-mentioned communities.

40. With regard to health services, improving the accessibility and quality of such services, while promoting efficient and dignified treatment in order to meet patients' needs and reduce the high incidence of preventable diseases, has been identified as a priority.

41. In that context, the National Women's Institute, in conjunction with the Opportunities Programme of the Mexican Social Security Institute (IMSS), the National Commission for the Development of Indigenous Peoples (CDI), the National Medical Arbitration Commission, the Women and Health Programme and the Ministry of Health's Directorate-General for Quality and Education in Health, held a workshop to discuss the experiences of women who serve as community health outreach workers. The general objective of the workshop was to design materials to be disseminated as part of the national campaign to improve the accessibility and quality of priority social services for vulnerable and poor women. The workshop served as a catalyst for establishment of communication between public institutions and NGOs that are working to improve the accessibility and quality of health services. Community health outreach workers serving rural and indigenous populations in remote areas shared information and care strategies, as well as their experiences with the use of informational and educational materials to improve the accessibility and quality of services and raise awareness of rural women's right to health services.

42. In addition, a meeting was held to evaluate the most successful projects with a view to identifying whether or not it would be feasible to institutionalize them. Concrete steps were taken to incorporate a gender and an intercultural perspective into the actions, programmes and proj ·ts undertaken by health-care institutions that deal with the rural and indigenous populations. Four hundred fifty thousand pesos were allocated to this activity.

V. Education of indigenous children and youth

43. The Coordinating Office for Intercultural Bilingual Education (CGEIB) carries out its activities in the framework of two new education policies:

(a) Promoting linguistically and culturally appropriate, high-quality education for indigenous persons at all levels; and

(b) Strengthening the development of intercultural education for all.

44. These two commitments translate into actions, activities and outputs related to the recommendations of the fourth session of the United Nations Permanent Forum on Indigenous Issues (E/2005/43), particularly those contained in paragraphs 48, 57, 93, 97 and 98, which concern efforts to spread awareness, recognition and appreciation of cultural diversity; in other words, to ensure inclusiveness, equity, equality and justice in interpersonal relations among people of different cultures and to promote mutual respect and understanding among these groups through intercultural education.

Paragraph 48 (a) (E/2005/43)

Programme to promote intercultural education

45. In order to offer appropriate educational services in primary schools with indigenous pupils, a programme to strengthen intercultural education for children and young people in general schools with a large proportion of indigenous students was established under the National Education Programme for 2001-2006.

46. The official target set for 2006 has been exceeded by 9 per cent. As of November 2005, there were 934 general primary schools with indigenous pupils, equivalent to 49.08 per cent of the total of 1,903 general primary schools which reported, on educational statistics forms, the attendance of indigenous children for five years (see table 1).

47. There has been a high level of demand among schools in various states wishing to join the Intercultural Bilingual Education Programme, but sufficient budgetary resources are not available.

Table 1
Intercultural Bilingual Education Programme in general primary schools with indigenous pupils in the Federal District and seven states of the Republic

State	*Primary schools*	*Teachers*	*Pupils*
Federal District	139	1 390	42 000
Yucatan	95	950	28 500
Chiapas	80	800	24 000
Veracruz	56	560	16 800
Puebla	80	600	24 000
Hidalgo	122	1 220	24 000
San Luis Potosi	133	1 330	39 900
Oaxaca	229	1 374	34 350
Total	934	8 224	233 550

48. This programme is based on the need to recognize and address the cultural and linguistic diversity found in general primary schools. It has been a challenge for teachers and directors to regard diversity not as a problem, but as a pedagogical advantage and an opportunity to strengthen the right to equal learning opportunities.

Project to strengthen and improve intercultural education for migrants

49. This is a cross-sectoral inter-agency project run by the Ministry of Public Education's Coordinating Office for Intercultural Bilingual Education (CGEIB) with the participation of the National Education Promotion Council, the National Institute of Adult Education, the General Directorate for Indigenous Education and the General Directorate for the Development of Educational Management and Innovation (both of which are directorates of the Office of the Deputy Secretary for Basic Education of the Ministry of Public Education) and the agricultural day labourers' programme of the Ministry of Social Development. This project has been implemented in eight of the 10 states that are the main sources and recipients of agricultural day labourers.

50. In the framework of the cooperation agreement between the United Nations Children's Fund (UNICEF) and CGEIB, various activities have been carried out to promote and improve intercultural education for children who are internal migrants in Mexico. These children work as agricultural day labourers.

Monarca project

51. The inter-agency technical team is comprised of three bodies of the Ministry of Social Development, the Ministry of Health and support from UNICEF to formulate a proposal for a programme aimed at families of agricultural migrant workers; the goal is to encourage children to attend and remain in school. A pilot programme is planned for Sinaloa and Michoacán; coverage will subsequently be extended to make the programme universal.

Paragraph 48 (b) and (c), on substantially increasing budgetary allocations and funding for Goal 2 for indigenous children through bilateral and multilateral cooperation (E/2005/43)

52. The cooperation of international organizations and foundations has been sought to support intercultural education initiatives.

Paragraph 48 (d), on current national curricula and textbooks (E/2005/43)

Linguistic and cultural appropriateness and strengthening of identity

Curricular review

53. **Secondary-school curriculum proposal**. The compulsory subject Language and Culture was developed for all secondary-school students in areas where 30 per cent of the population is indigenous.

54. **Baccalaureate curriculum proposal**. A proposal has been drawn up on an intercultural baccalaureate, to be implemented in the 2005-2006 cycle in five centres, three in Chiapas and two in Tabasco.

55. **Curriculum proposal for teacher training colleges**. Initial training of teachers. In 2005-2006, the General Directorate of Higher Education for Education Professionals of the Office of the Deputy Secretary for Higher Education of the General Directorate for Indigenous Education introduced a new intercultural curriculum for the degree in primary education in teacher training colleges, and added a new specialization in bilingual education. This provides indigenous persons

with the opportunity to train professionally as intercultural bilingual teachers. The objective is to train all teachers in the country with an intercultural perspective and to train future bilingual teachers with a view to ensuring that they have mastered not only their own language and culture, but also the ability to teach Spanish as a second language.

56. With regard to the initial training of teachers, all the subjects to be taken in the third and fourth semesters of the degree programme in primary education using an intercultural bilingual approach are now intercultural in nature.

57. With the participation of specialists in the various languages, second- and third-level courses on language and culture in the teaching and learning processes were designed as part of this new specialization.

58. National workshops were held at which the programmes for the second semester of the degree programme in primary education using an intercultural bilingual approach were presented.

59. Visits were made to teacher training colleges to provide support and advice and to oversee the implementation of the second-semester subjects.

60. In August 2005, a national workshop was held with the teaching staff of teacher training colleges for the dissemination of the programmes of all the third-semester subjects.

61. In December, the first national liaison meeting was held with state-level authorities in the area of basic education and directors of teacher training colleges offering this degree, with a view to forging closer links between teacher training colleges and the primary schools in which the future teachers will be employed. Currently, 12 states and 15 teacher training colleges are participating in the degree in primary education using an intercultural bilingual approach.

62. Workshops and conferences were held for students and advisers in the following teacher training colleges: Teacher Training College of Bacalar, Quintana Roo; Bilingual and Intercultural Teacher Training College, Tlacochaguaya, Oaxaca; Profesor Jesús Merino Nieto Teacher Training College, San Juan Ixcaquixtla, Puebla; Jacinto Kanek and Chiapas; and Profesor Miguel Castillo Cruz Teacher Training College, Sonora.

63. The 15 teacher training colleges were provided with bibliographic materials published by CGEIB.

Expansion of educational options

Intercultural baccalaureate

64. In the upper secondary education sector, CGEIB has given careful follow-up and support of all types, particularly in the areas of teacher training and curricular development, to the 17 centres of the Advanced School of Comprehensive Intercultural Education of Oaxaca running the comprehensive community baccalaureate programme. Those centres are attended by 1,383 students, of whom 51 per cent are men and 49 per cent are women.

65. An organizational and curricular model for an intercultural baccalaureate has been developed, with an emphasis on bilingual education, cultural knowledge, interculturalism, job training and preparatory training for further studies. This model

is being piloted in eight secondary schools in five states. It is hoped that this model will subsequently be implemented at the national level.

66. A significant proportion (approximately 50 per cent) of the general baccalaureate programme and of the curriculum of the 16 scientific and technological studies centres of the National Polytechnic Institute has been made intercultural.

67. The intercultural baccalaureate programme is offered in five centres: three in Chiapas and two in Tabasco. The centres are operated with support from the Baccalaureate School.

68. A teacher training workshop was held in November 2005, with the participation of 29 teachers and six administrative staff from the States of Chiapas, Tabasco, Nayarit and Querétaro.

Higher education

69. Intercultural universities — they are not called indigenous universities — aim to provide education in an environment which shows respect for members of different cultures and values diversity. Although they are located in indigenous areas, they are not exclusively for indigenous students.

70. The first such university, the Intercultural University of the State of Mexico, was established in 2004, with those of the States of Chiapas and Tabasco following in 2005.

71. Support was provided for the establishment of the Intercultural University of Veracruz, and its operation is being followed up. Four campuses have been set up, with one each in the regions of Totonacapan, La Huasteca, Grandes Montañas and Los Tuxtlas.

Intercultural universities

2005	Location	Origin of students	Student numbers	Men	Women
Intercultural University of the State of Mexico	San Felipe del Progreso, State of Mexico	Mestizo, Mazahua, Otomi, Tlahuica, Matlazinca and Nahua	398	133	265
Intercultural University of Chiapas	San Cristobal de las Casas, Chiapas	Mestizo, Tzotzil, Tzeltal, Ch'ol, Mame, Tojolabal, Kanjobal and Zoque	663	319	344
Intercultural University of the State of Tabasco	Oxolotan, municipality of Macuspana, Tabasco	Mestizo, Ch'ol and Chontal	217	115	102
Intercultural University of Veracruz	Totonacapan region (El Espinal), La Huasteca region (Ixhuatlan de Madero), Grandes Montañas region (Tequila) and Los Tuxtlas region (Huazuntlan)	Mestizo, Totonaca, Nahua, Zapoteco, Mixteco, Otomi, Mixe-Popoluca, Tzeltal, Tzotzil and Maya	334	129	205

Source: Coordinating Office for Intercultural Bilingual Education (CGEIB), Ministry of Public Education (2005).

72. The Autonomous Indigenous University of Mexico, with two locations in the State of Sinaloa, one at Los Mochis and one at Mochicahui, is being advised on how to become an intercultural institution.

73. Projects at an advanced stage include the following: an intercultural university of the Sierra Norte in the State of Puebla — an agreement was signed with the State of Puebla in 2005 — and an intercultural university of La Montaña, in the State of Guerrero.

74. Support is being provided for the establishment of an intercultural section at the University of Quintana Roo, located in Carrillo Puerto, State of Quintana Roo.

75. In addition, CGEIB has had contact with a further three projects which are not so far advanced: Tarahumara intercultural university; the Sierra Sur intercultural university in Oaxaca; and the Michoacán indigenous intercultural university.

76. Yearly financing arrangements for the new intercultural universities are agreed between the federal authorities and the authorities of the state hosting the project, at the 50/50 per cent rate established by the *Procedures for reconciling higher-education supply and demand in the federal entities* and the *2002 programme for expanding higher education*.

77. The newly established and existing universities which received advice from CGEIB have a total of 3,327 students, 75 per cent of whom are indigenous and 60 per cent of whom are women.

Paragraph 48 (e), on the participation of indigenous parents and community members in decisions (E/2005/43)

78. Community education projects have been implemented to improve knowledge of local language and culture. Innovative projects have been promoted in Huatlatlauca, State of Puebla; Hidalgo, La Huasteca, State of Veracruz; Mexico City; and Jiquipilco el Viejo, State of Mexico.

Innovative projects

Huatlatlauca

79. As part of the intercultural bilingual education programme, the municipality of Huatlatlauca, Puebla, has organized the following:

- A cultural event involving pupils from two preschools, three primary schools and one distance-learning secondary school (*telesecundaria*). The event included performances of traditional songs, customs and academic activities;
- A workshop to process and document experience with implementing intercultural education, held in Metepec and involving 40 teachers and 13 schools. The central concepts of the intercultural approach and strategies for processing and documentation were reviewed, and preliminary drafts for each school were produced;
- A follow-up workshop on processing and documentation, involving 60 teachers, was held in Tepexi de Rodríguez. Further work was done on processing experience, and new schools in the municipality were included.

80. The work undertaken generated ideas for new activities:

- Two educational planning workshops were held in Huatlatlauca: the intercultural education project (September), and "Exploring Our Materials", a workshop that included schools of other municipalities;
- A photography workshop was held for primary-school children in Tepetzitzintla. Viewings and group discussions of photographs of different cultural worlds were held. Photographic equipment was provided, and an invitation was extended to take photographs of the community;
- Two editions of *Xopan Cuicatl* were published, with material in Náhuatl and Spanish contributed by pupils and teachers from the municipality's schools. The bulletin includes work by well-known authors;
- Schools in Zone 129 were given advice and were reincorporated into the project. The foundations of the intercultural approach and educational planning strategies were reviewed. Schools of all levels in five communities (Chimala, Quetzalapa, Tepetzitzintal, Huatlatlauca, Cosahuatla) received ongoing advice and follow-up.

Regional Coordinating Office for Educational Development

- The intercultural approach was presented to leaders and managers of Regional Office 17. The meeting was held to provide information on the project and invite these individuals to take part;
- A conference on intercultural education was held to launch and encourage enrolment in the project, with the participation of 100 teachers;
- An initial course was given to raise awareness and explain the basis of intercultural education, with 100 teachers, in Tepexi de Rodriguez;
- A course was given on a school project using an intercultural approach, involving 80 teachers, held in Huatlatlauca;
- A course was given on educational planning using an intercultural approach, with 140 teachers, combined with teachers from Huatlatlauca in Ahuatempan.

Indigenous community education for autonomous development

81. Support has continued for the Lumaltik Nopteswanej organization in San Cristóbal de las Casas, Chiapas, to develop jointly for wider use a model for intercultural bilingual education in indigenous environments, based on learning through the use of its programme of indigenous community education for autonomous development.

82. Three inter-institutional meetings took place, involving the State Secretariat of Public Education, Chiapas education services, CDI, the General Directorate for Indigenous Education, Lumaltik Nopteswanej and CGEIB. The Chiapas Secretariat of Education is currently analysing the proposal of the inter-institutional committee, in order to encourage its implementation.

Jiquipilco el Viejo

83. Work has been conducted with the National Education Promotion Council (CONAFE) and the National Indigenous Human Rights Council, AC (Asociación Civil) on the project to preserve and strengthen the Otomí language and culture in the community of Jiquipilco el Viejo, Temoaya, State of Mexico.

84. Participating in the project were 253 pupils of the Benito Juárez primary school.

85. The working strategy promoted consisted of having indigenous children who live in the community and speak Otomí translate part of their oral tradition and popular culture into "Hñatho" Otomí, under the guidance of CONAFE instructors.

86. The method employed was to find out children's knowledge of particular themes and to ask them about those themes, using picture cards, words and sentences. This CONAFE method is developed through research projects.

87. A book containing contributions, in Otomí, from children in the community of Jiquipilco el Viejo has been designed. Once it has been reviewed by the elders in the community and the quality of the Otomí has been attested to, it will be published.

88. An expert is providing literacy training to a group of women from Jiquipilco el Viejo and they are involved in a project to record the stories told by older persons of that community. They are being made aware of the importance of passing on their rich customs and traditions to future generations.

89. Efforts are also under way to preserve traditional costumes and dance.

Uantakua

90. Based on a technological, linguistic and pedagogical evaluation of the development and use of the Addizionario (2004) software, the participating teams developed a project called "Uantakua" ("word" in Purépecha).

91. With respect to language, culture and education in multilingual societies, multimedia-based methodologies are being developed for use in revitalizing and preserving minority languages. These efforts are being undertaken in cooperation with the Centre for Research and Advanced Studies in Social Anthropology (CIESAS), school district authorities in Michoacán and the Directorate for Indigenous Education in Michoacán.

92. Seminars were organized for teams from the Latin American Institute for Educational Communication, the Centre for Research and Advanced Studies in Social Anthropology (CIESAS) and CGEIB, and were held on a rotating basis at those institutions.

93. Criteria were defined for the development of activities using the new approach including parameters for the design of teaching activities with an intercultural focus.

94. The following teaching activities were designed for the new structure: Matemática Ñuhu (Ñuhu mathematics); Fiestas de nuestro pueblo (Celebrations of our people); Veo y me maravillo (I'm amazed at what I see); El arte en nuestros pueblos (Art in our towns); Toponimia (Toponymy); and Los oficios de nuestra comunidad (What people do in our community).

95. A new platform was designed to reflect the Purépecha cultural context, incorporating scenes and aspects of Mexican indigenous culture and targeting first-time technology users.

96. Activities in the following areas were introduced: "Festivals and traditions"; "Counting, measuring and weighing"; "Scenes from my country"; and "Names of games".

97. Two workshops were held on translating certain activities from Spanish into Purépecha and schools were visited to install the Uantakua software.

98. The project was introduced at the Intercultural Indigenous University of Michoacán, and a presentation on the subject was given at the National Conference on Educational Research, held in Hermosillo, Sonora.

99. A meeting was held on educational experiences and studies on the Purépecha Plateau.

100. A new edition of the platform, which includes five activities, is currently being developed. The material has already been translated into Purépecha.

101. A vocabulary list based on the work produced by the children using Addizionario is being published: "Sapichued Uantakua" ("in the words of the children").

102. Efforts are under way to establish links between the project and authorities of the State of Michoacán and the Intercultural Indigenous University of Michoacán, and to coordinate with the Michoacán school network and distance learning facilities in order to ensure continuing support and technological assistance for the teams and to provide training to teachers.

103. Internet link to Uantakua: http://diccionario.orbis.org.mx.

Preservation and development of the Náhuatl language and culture in southern Mexico City

104. At the request of the Indigenous Affairs Committee of the Chamber of Deputies, in the context of activities to preserve and develop the Náhuatl language and culture of the indigenous peoples of southern Mexico City, meetings to exchange information were held in the communities of Milpa Alta, Tláhuac and Xochimilco, bringing together students, parents, teachers, and educational administrators and staff from the Federal District with a view to increasing familiarity with and appreciation of the Náhuatl language and culture.

Huasteca Veracruzana

105. A cultural preservation workshop was held in Felipe Ángeles on *la faena* (communal work). There was discussion of the role played by communal work, recent changes in that form of work and future prospects.

106. A workshop was held on productive activities, dealing with traditional handicrafts (baskets) and traditional games and toys.

107. A workshop on customs and traditional Ñuhu rituals was held in the community of Felipe Angeles. Two books were published (Community celebrations: preparations for Ñuhu popular festivals; and Note by the Ñuhu people on their

traditional costumes), on the basis of the results of the community workshop on traditional embroidery.

108. The final report of the project for the development of intercultural education to strengthen Ñuhu language and identity, which describes in detail its theoretical foundations, the communities participating, activities undertaken and results, was drafted.

Hidalgo: Intercultural education project in the State of Hidalgo

- Training was provided for 6,571 primary-school teachers;
- An intercultural children's event was held, with the participation of 150 children from bilingual schools, 1,200 from regular primary schools serving indigenous populations and 76 teachers;
- The third state-level meeting on teaching experiences in intercultural education was organized for 200 primary-school teachers;
- Agreements were entered into with the Autonomous University of Hidalgo to evaluate the project.

Paragraph 48 (f), on policy development, administration, teaching indigenous culture, history, contemporary society and languages, and production of educational materials (E/2005/43)

109. CGEIB calls on indigenous advisers when developing its various education projects. Two directorates are headed by indigenous professionals.

Paragraph 48 (g), on access to free primary quality education (E/2005/43)

110. We are participating in the UNICEF initiative "All children in school" through intercultural bilingual education workshops, particularly in Yucatán and Chiapas.

111. The intercultural bilingual education programme is operating in the Federal District and in seven states.

Paragraph 48 (h), on indigenous children's right to education (E/2005/43)

112. Policies of inclusiveness and inter-institutional cooperation are being promoted to strengthen children's enjoyment of their rights.

Paragraph 48 (i), on bilingual and culturally appropriate education for indigenous children (E/2005/43)

113. Training workshops are organized for teachers to help them incorporate an intercultural perspective in their classes; teaching materials are prepared to facilitate mother-tongue education.

114. Innovative programmes in intercultural education have been systematized. There are video recordings of various indigenous sports. Ten consultation forums were held and used as a basis for efforts to make the primary education curriculum intercultural.

Teacher training

Continuing education (teachers in service)

115. Conferences, workshops and/or awareness-raising courses on the intercultural approach have been held for teachers and technical and administrative personnel at various educational levels in the states. Courses were offered in all 32 states. In Puebla discussion groups on intercultural education were organized for parents (Huatlatlauca, Tepexi, San Juan Nepomuceno, Ahuatempan).

116. In collaboration with the General Directorate for Continuing Education for In-service Teachers, a curriculum for technical specialists and technical diplomas was developed and an Internet course aimed at state-level technical teams was designed.

117. The final versions of the book *The intercultural approach in education — manual for the primary-school teacher* and the workbook *Follow-up and self-evaluation in and by the school* were completed.

118. The goal of training at least 60,000 teachers was met.

119. A course on reflecting diversity in basic education was offered in Baja California, the State of Mexico, Michoacán, Tamaulipas and Tlaxcala to a total of 226 participants.

120. Advice was provided to the technical staff of the Monterrey Institute of Technology on how to adapt the contents of the course "Educating in and for diversity", aimed at primary-school teachers, with a view to offering it online.

Production of materials

121. CGEIB has published 28 books in 3 collections. The materials published include: "Intercultural Relations" and "Exploring Our Materials"; eight programmes for the secondary-level language and culture curriculum; and 19 programmes, including eight cultural workbooks and activity and work plans from the "Window on My Community" series.

122. Special materials published include: bulletin Nos. 1 and 2 of the Federal District intercultural bilingual education programme and the bulletin *Xopan Cuicatl*.

123. A specialized documentation centre on intercultural education contains just over 6,170 volumes, representing approximately 5,100 titles consulted annually by 404 visitors.

Paragraph 48 (j), on isolation as an obstacle for indigenous peoples (E/2005/43)

Enciclomedia

124. The Enciclomedia programme is a strategy based on the provision of textbooks free of charge. The digital version contains links to photographs, maps, virtual visits, videos, films, interactive audio programmes, animation programmes, school libraries and other technological resources.

125. CGEIB has begun the process of making Enciclomedia intercultural, starting with primary grades 5 and 6.

126. The Latin American Institute for Educational Communication and CGEIB have cooperated in the development of works featuring videographic, photographic and phonographic material produced by the general coordinating body for the Enciclomedia programme.

Paragraph 48 (k), on the enrolment of indigenous persons (E/2005/43)

127. Organization of general refresher training workshops for in-service teachers and curricula for teacher training colleges. In the next school year all the country's teacher training colleges will be using the intercultural approach.

Paragraph 48 (l), on school curricula for indigenous peoples (E/2005/43)

128. On the basis of information obtained from 10 forums for consultation with 52 indigenous peoples, efforts have been made to give an intercultural dimension to the basic education curriculum, particularly at secondary level.

Paragraph 48 (n), on intercultural bilingual education for indigenous peoples at the preschool, primary and tertiary levels (E/2005/43)

Inter-institutional activities in which CGEIB is involved

129. Within the framework of its institutional relations with branches of Government, civil society and international organizations, CGEIB carries out activities for the promotion of intercultural education with the National Council for the Prevention of Discrimination, the National Institute of Indigenous Languages, the Organization of Ibero-American States, the Civil-Society Forum on Education, the National Institute for Senior Citizens, the German Association for Adult Education, Latin American ActionAid, Mexican ActionAid, the Latin American Adult Education Council, the Regional Cooperation Centre for Adult Education in Latin America and the Caribbean, the Integrated Training and Accommodation Centre, Intercontinental University and UNICEF, among others.

130. With UNICEF support, a joint workplan is being developed linking together the "All children in school" initiative and the UNICEF "child-friendly school" project. Approaches have been worked out to advance quality intercultural education in Yucatán, Chiapas and the Federal District.

131. In April 2005, the Mexican National Campaign for Cultural Diversity was endorsed through the signing of a letter of commitment by members of the Inter-Institutional Coordination Group, composed of the Centre for Research and Advanced Studies in Social Anthropology (CIESAS), the National Population Council, the General Directorate for Popular and Indigenous Cultures, the National Council for Culture and the Arts, the General Directorate for Indigenous Education, the Directorate for Traditional Medicine and Intercultural Development, the Health Ministry's General Directorate for Health-Care Planning and Development and General Directorate for Health Promotion, UNICEF, the Office of the Deputy Human Rights Procurator, the Office of the Public Prosecutor of the Federal District, the National University of Education and CGEIB.

132. The Campaign was launched in May and was marked by the mounting of a photographic exhibition on cultural diversity.

133. CGEIB took part in the Mexican-Central American Day for Cultural Diversity, in activities of the National Council for Culture and the Arts, and in the first indigenous workshop on information and communication technologies, in collaboration with the National Commission for the Development of Indigenous Peoples (CDI), the International Telecommunication Union (ITU) and the Latin American Institute for Educational Communication.

134. Inter-institutional work on the legal framework for intercultural bilingual education was further developed through the organization of a discussion group in the State of Yucatán.

135. Among other inter-institutional and liaison activities, work is being carried out with the Examination Board for the Degree in Preschool and Primary Education for Teachers in Indigenous Areas; the Bilingual Libraries' Editorial Committee; the Forward-looking Workshop for the Development of Indigenous Peoples; the Monarca Project Advisory Group; and the Federal Institute for Access to Public Information. A Latin American seminar on exchange and cooperation for the development of intercultural bilingual education in Latin American countries was held in November 2005, with the participation of 13 countries.

Book promotion and production

136. A documentation centre specializing in intercultural education was established, with 6,170 volumes, representing 5,100 titles, and with 404 visitors a year.

137. Contribution of indigenous material to the National Reading Programme organized by the Bilingual Libraries' Editorial Committee. Eight titles were co-published with CGEIB.

138. On the basis of documentary research in the libraries of CDI and CIESAS on insects and small animals linked to indigenous cultures, a book was prepared, entitled *Bichos* ("Bugs"), for primary-school children. This book was selected for classroom libraries.

Paragraph 93, on the discrimination faced by indigenous children and youth (E/2005/43)

139. CGEIB participated in the binational meeting of the Binational Migrant Education Programme held in Guadalajara, Jalisco, and another information meeting with Guatemalan ministerial advisers and authorities. Thirteen stock photograph exhibitions were held and two videos produced by CGEIB were presented.

140. A campaign on the theme of educational inclusion will be conducted in collaboration with the National Council for the Prevention of Discrimination, with which joint activities are being carried out.

Paragraphs 97 and 98, on the funding for indigenous youth organizations to initiate education activities and to express their views and share experiences related to Millennium Development Goal issues (E/2005/43)

141. A number of actions were taken to strengthen the development of intercultural education for all. In basic education, the Intercultural Bilingual Education Programme in the Federal District and the State Intercultural Bilingual Education

Programme were designed and work began on a project for schools serving indigenous children in seven states: Chiapas, Hidalgo, Oaxaca, Puebla, San Luis Potosí, Veracruz and Yucatán.

142. In secondary education, the interculturalization of secondary schools in indigenous areas was put on the agenda. A seminar-workshop was held under the title "Towards an educational practice incorporating an intercultural approach for part-time secondary-school programmes" for advisers at 11 centres in Chiapas, Chihuahua, Mexico, Hidalgo, Michoacán, Oaxaca and Puebla.

143. Efforts are also being made to promote intercultural education in public and private institutions of higher education.

144. In open education, as part of the "Multicultural Mexico" project, 60 video programmes and 46 radio programmes were produced on the peoples of Mexico, as well as a 30-part series entitled "The language of Papan", to increase awareness of diversity among the national population. The series is broadcast on channels 11 and 22 and on the Congress channel.

145. Research on languages and cultures is being promoted in both conventional and intercultural universities. Encouragement is being given to the development of projects that contribute to the study of indigenous languages and cultures.

146. A report was compiled on the use of indicators for the development of interculturalism, equity and social participation in education, such as the System of Indicators of Nationalities and Peoples of Ecuador, the Regional Project on Education Indicators and a number of examples from Spain and Chile.

147. Abstracts were made of materials in the CGEIB documentation centre on intercultural education. To date, 52 such abstracts have been made.

148. CGEIB has various databases on statistics and indicators; they are standardized at the municipal level and indexed in the National Institute of Statistics, Geography and Informatics (INEGI).

149. The Office's web page includes tables for each federative entity showing historical data on education statistics for the school years 1999-2000 to 2003-2004.

150. A study was prepared on the potential demand for upper secondary education in indigenous municipalities.

151. Reports were compiled on federal expenditure in support of the indigenous population for September 2004 (yearly) and the first three quarters of 2005.

152. The Office answered requests for statistical information (Comprehensive Reform of Secondary Education: secondary schools in highly marginalized areas; National Institute for the Evaluation of Education: multi-grade classes; State Institute for Educational Evaluation and Innovation, Oaxaca: upper secondary education; World Bank; UNICEF).

153. The web page includes the full texts of the general refresher course publications and a photo archive, and a hit counter has been installed to record the number of visits to the site.

Information activities

154. Binational meeting of the Binational Migrant Education Programme, held in Guadalajara, Jalisco, and another information meeting with Guatemalan ministerial advisers and authorities, 13 stock photograph exhibitions and two presentations of videos produced by CGEIB, with the participation of Argentina, Bolivarian Republic of Venezuela, Bolivia, Costa Rica, El Salvador, Honduras, Nicaragua, Panama, Paraguay and Peru.